**Grade 2 Listening Rubric**

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| **Score** | **Teacher Rubric** | **Teacher-Friendly** | **Student-Friendly** |
| **5** | **Has a significant understanding and recall of what one views and provides insightful interpretations with evidence to support responses.** | **Listens** and **retells independently** the key literal and inferential ideas and important details (with support from the text); carries out a **series of related directions** accurately; **listens** closely to understand ideas and information heard in small and large groups. | **I can …** |
| **4** | **Has a good understanding and recall of what one views. Provides adequate interpretations and gives reasonable evidence to support responses.** | **Listens** and retells (with support from the text) the key literal and inferential ideas (messages) and important details; carries out a **series of related directions** accurately; l**istens** to identify the important ideas and information heard in small- and large-group activities; follows oral directions and demonstrations. |  |
| **3** | **Comprehends the basic ideas and understands most of what one views. Gives some interpretation and provides some evidence to support it.** | **Listens** and retells, with prompting, the main ideas (messages), the sequence, and some important details (e.g., 5Ws and H); **carries out**, with prompting, **a series of related directions; listens** to the ideas of others in small and large groups and connects to self. |  |
| **2** | **Understands some of what one views, and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.** | **Listens** and retells, with teacher prompting, some of the main points (messages), the basic sequence, and some important details (e.g., 5Ws and H); **needs support to carry out a series of related directions**; **does not listen** to others or make connections to self in small- and large-group discussions. |  |
| **1** | **Understands little of what one views, and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.** |  |  |